



College of Lake County
Systems Portfolio

**Five Criteria
for Accreditation**

COLLEGE OF LAKE COUNTY

Index to the Five Criteria for Accreditation

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- The College’s mission statement reflects institutional priorities and is prominently displayed in all major publications including the college catalog, website, and various community reports. (O.1, 1C2, 2C2, 2C3, 2P2)
- In support of the College’s mission statement, the College has articulated four goals: Learning; Outreach; Access and Student Success; and Accountability and Responsible Stewardship. (O.1, 1P4, 1C2, 2C1, 2C2, 2C3, 8C2, 2P1, 2P2)
- In 2006 the College conducted a college-wide survey to determine the importance and relevance of the College’s goals and objectives. Based on the results, a committee comprised of representatives from all of the College’s governance systems (Students, Faculty, Specialist, Classified, and Administrators) revised the goals and objectives. As a result, the College’s goals were slightly modified and the number of objectives was reduced from 33 to 18. (2P3, 4P5, 4P8, 4R3, 8C2, 5P6)
- In support of the College’s goals and objectives, individual departments and divisions develop programmatic activities each year. College administrators are required to provide both mid-year and final progress reports. (2P3, www.clcillinois.edu/aqip/2003/support.asp)

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The College’s mission statement recognizes the College’s many stakeholders with an emphasis on addressing the needs of various student populations and the community at large. (O.1, www.clcillinois.edu/aqip/2003/support.asp)
- The College’s mission statement recognizes the College’s role in contributing to the cultural, intellectual, and economic development of the district. (O.1)
- The College’s mission, goals and objectives encourage the use of innovative teaching and learning approaches to enhance student success and the acquisition of knowledge. (O.1, 1C2, 8C2)
- The College’s goals and objectives recognizes the importance of creating opportunities for all learners and respecting the contribution of all key stakeholders in the teaching and learning process. (O.1, 1C2, 8C2)

Core Component 1c. Understanding of and support for the mission pervade the organization.

- The College’s mission, goals and objectives are routinely emphasized in new employee orientation and college wide events. (5P7)
- The College’s mission, goals, and objectives are an integral part of the College’s strategic planning process. Individual divisions and departments are required to report how their yearly activities support the college goals. (2P1, 8C2, www.clcillinois.edu/aqip/2003/support.asp)
- College goals are an integral part of the college’s budgeting process. (2P3)

- The College's goals and objectives are developed and approved through the college's governance system including the Board of Trustees. (4P3, 5C1, 2P1)
- The College's goals are emphasized through various professional development initiatives including the orientation week events at the beginning of the fall and spring semester. (4P5)

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative process that enable the organization to fulfill its mission.

- The College's governance system follows a model that encourages the participation of employees and students in formulating, implementing, and reviewing college goals, policies, and procedures. (4P3, 5C1, Figures 6.1, 6.2, & 6.3, 6P1)
- The College is actively engaged and aligned with state oversight and governing boards and works to promote state and national initiatives. (O.4, 5C2)
- The College's administrative structures provide adequate opportunities for communication and collaboration between departments, divisions, and functional areas. (Figures 6.1, 6.2, & 6.3, 6P3)
- The College has implemented award programs to support and recognize outstanding staff and leadership achievement. (4P7)

Core component 1e. The organization upholds and protects its integrity.

- College policies and procedures support ethical and responsible behavior of all employees. (5C3, 4P3)
- College policies promote due process for handling student complaints and behavior problems. (3P6)
- College hiring processes ensure that the college seeks to generate diverse applicant pools and that all applicants are treated fairly and equitably. (4P1, 4P2)
- The College's training and personnel evaluation systems support ethical conduct. (4P2, 4P3, 4P6)

Criterion Two – Preparing for the Future. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The College maintains active linkages to the external community through various advisory committees. (5P2, 8C1, 9C1, 9P1, 3P4)
- The College's Institutional Effectiveness, Planning and Research Office provides college leaders with both trend and survey data to support informed decision making. (2P1, 3P7, 5P2, 5P4, www.clcillinois.edu/aqip/2003/support.asp)
- The College's Institutional Effectiveness, Planning and Research Office maintain an extensive data warehouse. (7C1)
- Divisional deans and faculty review occupational trends in the development and revisions of curriculum and programs. (2P1, 9R1)

- The College's strategic planning process acknowledges the importance of soliciting input from multiple sources in the development of departmental activities. (www.clcillinois.edu/aqip/2003/support.asp)
- The College's department review process encourages the use of survey data to improve programs and services. (1P1, 6P1)
- Faculty and Program Coordinators are required to solicit the input of Career Program Advisory Committees prior to implementing new courses or programs. (1P2)

Core component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- The College routinely receives "unqualified" audits by the College's external auditing firm. (6R2, 9R1)
- The College has been recognized for its comprehensive financial report. (6R2, 9R1)
- College revenues are in excess of college expenses. (6R2)
- The College is in the final stages of approving a new policy to maintain an end of the fiscal year fund balance in the operating fund to 13% of the budgeted operating fund expenditures. (6R2)
- The College's development of yearly activities is aligned with the budgeting process. (2P3)
- The College's budgeting process begins at the department or program level and passes through a series of checks and balance prior to final approval and adoption by college leadership. (2P3)

Core component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- The College's department review process supports the application of continuous improvement principles in both academic and non-academic departments. (1P1, 2P4, 6P1)
- The College's program evaluation process provides a systematic and inclusive mechanism for the evaluation of academic programs. (1P1, www.clcillinois.edu/aqip/2003/support.asp)
- The College's assessment activities provide faculty and college administrators with data to support the revision of curriculum, academic and career programs, and instructional methods. (1P6, 1P11, www.clcillinois.edu/aqip/2003/support.asp.)
- The College is committed to the development of assessment plans in all career programs. (1P6, 1P11, www.clcillinois.edu/aqip/2003/support.asp.)
- One of the College's AQIP action projects focused on the assessment of general education outcomes. (1P1, 1P11)
- The College's Assessment Plan outlines assessment activities including artifact scoring, CAAP testing, and faculty development initiatives. (1P11, www.clcillinois.edu/aqip/2003/support.asp)
- The College has implemented a new assessment structure to support the continuation of faculty led assessment initiatives and activities. (www.clcillinois.edu/aqip/2003/support.asp)
- The College's yearly assessment report highlights assessment activities conducted during the academic year. (www.clcillinois.edu/aqip/2003/support.asp)
- The College has multiple programs that are accredited by national associations. (9R1)
- The College actively reviews pass rates on national certification exams. (1R2)
- The College analyzes graduation and retention reports. (1R2, www.clcillinois.edu/aqip/2003/support.asp)
- The College monitors and analyzes student transfer performance at universities. (1R2)

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- The College's goals and objectives align with the institutional mission. (2C2, 2C3)

- The College's development and implementation of yearly activities directly align with the goals and objectives. (www.clcillinois.edu/aqip/2003/support.asp)
- Individual departmental activities in support of the mission, goals and objectives are approved by the Board of Trustees. (2P1)
- The needs of both internal and external stakeholders are considered in the development of yearly activities. (www.clcillinois.edu/aqip/2003/support.asp)
- The College's budgeting process aligns with institutional goals and objectives. (2P3)

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The College has clearly articulated General Education Learning Outcomes for students. (1C2, 1P1,
- The College has initiated a process to develop assessment plans for all career programs. (1R1, 1P6, www.clcillinois.edu/aqip/2003/support.asp)
- Through the curriculum approval and program evaluation processes, the College encourages the development of learning outcomes and assessment plans. (1P1, 1P2, 1P8, 1P1)
- The College's course reference files clearly outline learning outcomes. (1P4, 1P1)
- College faculty are encouraged to clearly articulate learning outcomes on their course syllabus and class websites. (1P1)
- Transfer courses and objectives are developed with careful consideration to the Illinois Articulation Agreement guidelines. (1P2)
- The college has multiple methods to analyze effective teaching and learning. (1P6)

Core component 3b. The organization values and supports effective teaching.

- The College has processes in place to evaluate both full and part-time faculty members and recognize outstanding teaching. (1R3, 4P6)
- The College routinely collects and analyzes student's rating of instruction for both full and part-time faculty members. (4P6)
- The College's professional development programs provide ample opportunities for faculty to engage in discipline related research. (4P7)
- Each year the College selects and recognizes outstanding full and part-time instructors. (1R3, 4P7)
- Through the Learning Resource Center, College faculty have access to instructional designers and technology to support instruction. (1P9)

Core component 3c. The organization creates effective learning environments.

- The College provides faculty with the latest technology and instructional materials to facilitate an effective learning environment. (O.6, 1C3)
- College faculty deliver classes in a variety of formats and locations to facilitate learning. (1C3)
- The College continues to invest in on-line and hybrid course development. (1C3)
- The College has made significant investments in new buildings to support educational programs. (O.6)
- College faculty provides students with academic and career program advising in an effort to facilitate increased dialogue between faculty and students. (1P5)
- The College's Student Development Department provides broad range of programs in support of student success. (1P10)

- The College routinely collects survey data from students regarding their experience at the College. (6R1)

Core component 3d. The organization's learning resources support student learning and effective teaching.

- The College's Learning Resource Center provides students with a wide range of programs and services to foster both student and faculty success. (1P9, 6C1, 6C2)
- Student surveys (CCSSE, Noel Levitz, and Institutional) routinely demonstrate that CLC students are satisfied with support services. (6R1)
- The Information Technology Services Department provides both faculty and students technological support to promote effective teaching and student success. (1C3,6C1, 6C2)
- The Office of Students with Disabilities provides a variety of programs to support students with disabilities including working with faculty to arrange special services. (1C4)
- The College's academic advising and counseling services provide students with a wide range of services. (6C2, 6R1)

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- The College has an extensive array of offerings beyond traditional credit programs designed to promote lifelong learning and intellectual exploration. (1C3, 2R1, 2R3)
- The College actively seeks partnerships with universities for the purpose of promoting baccalaureate degree completion. (9R1)
- The College's Continuing Education Department offers a broad range of non-credit program options to support special interests and lifelong learning. (1C3, 2R3)
- College faculty are encouraged through Board Policy, the collective bargaining agreement, the Teaching and Learning Center, and administrative initiatives to continue to develop both their teaching and discipline expertise. (1C5, 4P4)
- The New Faculty Institute provides an early indication to new faculty that the College values and supports their continued development. (1P9, 4P2)
- College administrators and staff are encouraged to continue to develop their skills and expertise through the Office of Training and Development and Board Policy which provide incentive pay for the completion of professional development plans. (4P4)
- The College actively and financially supports leadership development training. (5P7, 5P8)

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- College faculty are encouraged to develop the discipline expertise through sabbaticals and other professional development opportunities. (1C5, 1P9)
- The College Foundation provides grants to faculty for special projects or research. (1C5, 1P9)
- College employees are publicly recognized for degree completion during orientation week events. (4P7)
- Career programs at the College require students to take general education courses in addition to their core career program courses. (<http://www.clcillinois.edu/catalog/index.asp>)
- The College actively assesses learning outcomes utilizing various methods including CAAP Testing and artifact scoring. (1P1, 1P11, www.clcillinois.edu/aqip/2003/support.asp)

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- The College's curriculum and program review process provides a mechanism for the institution to assess curriculum and program outcomes. (1P2)
- The College supports international education programs and routinely schedules "travel" courses that include trips to other countries to interact and experience other cultures first hand. (1C3, 1C4)
- The College seeks to actively recruit faculty and staff from diverse backgrounds. (1C4, 4P2)
- The College participates in international faculty and administrator exchange programs. (1C4)
- The College routinely hosts Fulbright Scholars and visiting faculty from other countries. (1C5)
- Prior to graduation, students enrolled in Associates Degree programs are required to complete a course in International/Multicultural Education from an approved list of courses. (<http://www.clcillinois.edu/catalog/catalog2006/p045PrgmofInstr.pdf>)
- The College hosts a wide range of multicultural activities and initiatives. (1C4)
- The College encourages and supports international students through the International Education Coordinator position. (1C4)

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The Teaching and Learning Center routinely conducts workshops and seminars on FERPA and Copyright issues. (4P5, 4R2)
- The College's Student Rights and Responsibilities policy outlines the institution's expectations of students and due process for handling student concerns. (3P6)
- The College has policies in place to ensure that both student and staff concerns are addressed in a fair and impartial environment. (3P6, 3P7)
- Intellectual freedom is valued and promoted as a critical component to the teaching and learning process. (1C5)
- The College adheres to and exceeds regulatory compliance laws and statutes. (5C3, 7P6)

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- The College maintains both general advisory and 40 program advisory committees in an effort to gain input from outside constituencies. (3P5, 9P1, 9R1)
- The College maintains and supports regional advisory committees at the Lakeshore Campus and the Southlake Education Center. (3P5)
- The College routinely solicits input in the form of surveys, focus groups, and one-on-one meetings with area employers. (3P5, 3P7)
- The College maintains a High School Advisory Committee to seek input on key initiatives impacting high school students and their preparation for college-level work. (3P4, 9R1)
- The College is a member of all 18 of Lake County Chambers of Commerce. (9R1)
- The College seeks community input in strategic planning activities. (8C1)
- The College routinely seeks the input from the Student Government Association and student clubs in formulating policy, implementing new programs, and special initiatives. (6P1, 6P2)

- The College collects a vast amount of data regarding students' needs and satisfaction with services. (7C2, 7R2)

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The College's organizational structure provides the institution with the human resources needed to effectively and efficiently serve both internal and external stakeholders. (Figures 6.1, 6.2, & 6.3, 6P3)
- The College's governance structure provides for an efficient mechanism for seeking input, communicating expectations, and support for key initiatives. (4P3, 6P2)
- The College actively seeks out grants to support special initiatives and programming. (2R1)
- The College operates several programs in a "cost-recovery" model, such as the Business and Industry Training Center, allowing the institution to maximize resources. (2R1, 2R3)
- The College continues to make significant investments in facilities. (O.6)
- One of the College's four goals is "Outreach" and states that "The College will strengthen its outreach to the community." (2C2, 2C3)

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- The College is actively engaged in collaborative relationships with key stakeholders including other higher education institutions, high schools, business and industry, community groups, state and national associations, and accrediting bodies. (O.4, 5C2, 9C1, 9C4, 9R1)
- Examples of the College's responsiveness to constituencies include programs in English as a second language, traffic safety, customized training, dual credit, and university articulation agreements. (O.2, 1C3, 9R1)
- The College offers transfer degrees in more than 41 fields of study, over 50 two year career degrees, and over 90 different certificate programs. (O.2, <http://www.clcillinois.edu/catalog/index.asp>)
- A recent analysis of "high demand" occupations revealed that the College offered educational programs in 8 of the top 10 occupational areas requiring a certificate. (9R1)
- In a community survey conducted in 2002, survey respondents rated the college highly on academic reputation. (O.8)

Core Component 5d. Internal and external constituencies value the services the organization provides.

- Employers of the College's graduates report high satisfaction rates with graduate performance. (9R1)
- Students enrolled in the College's customized training and public service programs report high levels of satisfaction. (9R1)
- The College continues to see strong participation in non-credit programs. (2R1)
- College representatives are active participants and officers in many national, state, and local professional associations. (O.4, 9P1, 5C2, 5C3)
- Attendance at the James Lumber Center for the Performing Arts continues to grow. (2R1)